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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 13 titles deal with the following topics: (1) collective bargaining in higher education; (2) decoding nonverbal communication and clinical effectiveness; (3) the need for interpersonal communication training for Texas peace officers; (4) team and nonteam management in secondary school principal and central office communication; (5) practicing empathy communication in a systematic counselor training program; (6) the relationship between principals' written communication readability and teacher morale; (7) confirmation and the complaining process; (8) congruence between teachers' verbal and nonverbal behavior in early childhood settings; (9) communication strategies in barricade-hostage confrontations; (10) the effect of personal communication networks on member voting in agricultural cooperative merges; (11) using evidence, argument, and delivery to determine debate success; (12) school superintendents' perceptions of communication needs and training programs; and (13) teacher inservice training to improve parent-teacher conference communi (HTH)

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Abstracts of the following dissertations are included in this collection:

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THE EFFECT OF PRACTICE ON LEARNING THE SKILL OF COMMUNICATING EMPATHY IN A SYSTEMATIC COUNSELOR TRAINING PROGRAM FOR BEGINNING COUNSELORS

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COMMUNICATION: NEEDS AND TRAINING PROGRAMS AS PERCEIVED BY INDIANA SUPERINTENDENTS

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A STUDY OF A PARENT/TEACHER CONFERENCE IN-SERVICE TRAINING CURRICULUM TO IMPROVE THE EFFECTIVENESS OF COMMUNICATION FOR TEACHERS

COLLECTIVE BARGAINING IN A HIGHER EDUCATION SETTING: A GROUNDED THEORY ANALYSIS OF TACTICAL FUNCTIONS OF ARGUMENTATION IN A NEGOTIATIONS CONTEXT Order No. DA8317640

BAUMGARTNER-PAPAGEORGIOU, ALICE IRENE, PH.D. *University of Colorado at Boulder*, 1983. 130pp. Director: Professor Thorrel B. Fest

The purpose of this study was to develop theoretical explanations related to the role of argumentation in negotiations contexts. Data comprising the argumentation presented by Faculty and Administration negotiators during the negotiation of an initial collective bargaining agreement were analyzed using the constant comparative method suggested by Glaser and Strauss for the discovery of grounded theory.

Theoretical elements of argumentation function were identified and utilized to develop conceptual categories, based on common properties of these elements. From an initial set of twenty-nine categories, five more abstract, general categories were identified. These "integrated" categories subsequently were used in the comparative analysis of groups of data selected from the total population on the basis of their potential theoretical relevance.

Specifically, the argumentation of Faculty and Administration negotiators was compared using the frequency with which each team used argumentation within each of the five integrated categories over the course of the negotiations. In addition, the argumentation of the two teams was compared relative to the negotiation of issues mandated by the National Labor Relations Act, and relative to the negotiation of "non-mandatory" issues. Finally, the argumentation of experienced negotiators was compared to that of inexperienced negotiators.

The results of these comparisons indicated that the use of argumentation varied as a function of differences in the organizational authority of the two parties, as a function of differences in the nature of the issue being negotiated, and as a function of the experience level of negotiators. Consistent with the theoretical nature of the study, the results were presented in the form of a set of hypotheses related to the function of argumentation in the context of collective bargaining in higher education.

DECODING NONVERBAL COMMUNICATION AND CLINICAL EFFECTIVENESS Order No. DA8313071

CASSEL, STEVEN, PH.D. *University of Miami*, 1982. 92pp. Supervisor: Professor Herbert Dandes

In an attempt to isolate and examine one counselor/therapist variable that successful clinicians have in common this study investigated the relationship between the counselor's ability to decode nonverbal communication and clinical effectiveness.

The instrument used to measure the counselor's ability to decode nonverbal communication was the Profile of Nonverbal Sensitivity (PONS). The instruments used to measure client change, from which clinical effectiveness was inferred, were the Million Clinical Multiaxial Inventory (MCMI), the Rosenberg Self-Esteem Scale (RSE), and the Barrett-Lennard Relationship Inventory (BLRI). The MCMI was used to measure change in psychological symptoms. The RSE was used to measure change in self-esteem. The BLRI was used to measure perceived counselor offered facilitative conditions.

Thirty counselors-in-training enrolled in a one semester Counseling Practicum at the University of Miami and one of each counselor's clients served as subjects for this study. The clients took the MCMI and RSE pre and post treatment. They also took the BLRI post treatment only.

There was a significant ($p \leq .05$) positive relationship between client improvement in psychological symptoms and counselor ability to decode nonverbal communication. In particular, there was a significant positive relationship in client improvement in the symptoms of anxiety ($p \leq .01$) and depression ($p \leq .05$) and counselor ability to decode nonverbal communication.

Significance was not reached, however, between the relationships between change in self esteem, perceived counselor offered facilitativeness and counselor ability to decode nonverbal communication.

It appears then that the ability to decode nonverbal communication has a relationship to clinical effectiveness and further research into this area is certainly warranted. The main research question that this study addressed itself to was: Is the ability to accurately decode nonverbal communication one of the characteristics of effective clinicians? The answer to that question is a qualified "yes".

THE NEED FOR INTERPERSONAL COMMUNICATION TRAINING FOR TEXAS PEACE OFFICERS: A SURVEY OF THEIR PERCEPTIONS Order No. DA8311060

HICKS, RANDOLPH D., II, PH.D. *University of Southern Mississippi*, 1982. 171pp.

The research was conducted to assess the perceptions of Texas peace officers toward their need for training in interpersonal communication. Subjects consisted of a sample of four hundred twenty officers drawn at random from agency clusters across the state.

A questionnaire consisting of fifteen specific items and one general item was used to gather perceptions of need.

Perceived need for training was determined by tabulating and calculating the mean for all responses to the sixteenth general need question as well as from the mean for the fifteen specific need questions.

It was found that as a whole Texas peace officers perceived training in interpersonal communication would be helpful to them in doing their jobs and such training would be helpful in all of the fifteen specific need areas included in the questionnaire. A rank order of these needs was tabulated. In order of degree, significant group differences existed on the basis of size of population policed, geographical region, and age. The highest perceived needs were those of officers from thirty-six to fifty years of age opposed to those less than twenty-six, those of the northern region opposed to the western, and those of officers in the smaller population areas opposed to the larger.

It was concluded that a major effort should be undertaken to train Texas peace officers in interpersonal communication, but that it be coordinated with the Texas Commission on Law Enforcement Officer Standards and Education, that it be broad based, and that meaningful inducements and rewards for training be provided to officers.

SECONDARY SCHOOL PRINCIPAL-CENTRAL OFFICE COMMUNICATION: A COMPARATIVE STUDY OF TEAM AND NON-TEAM MANAGEMENT Order No. DA8322817

KWAK, HAN SIK, PH.D. *Indiana State University*, 1982. 108pp. Chairperson: Dr. Fred Snyder

The study assumed there were possible differences in communication behavior between secondary school principals associated with team management type organizations and secondary school principals associated with non-team management type organizations in the State of Indiana. The purpose of the study was to gain an insight into Indiana secondary school principals' perceptions regarding the utilization and the desirability of the communication modes and the communication amount relative to performance of secondary school principals' role functions.

Method. A total of one hundred participants from two groups were surveyed: fifty team management secondary school principals and fifty non-team management secondary school principals. The two-tailed t-test at the .05 level was used for the statistical treatment.

Conclusions. (1) The Indiana non-team management principals not only practice, but also desire a greater amount of communication in regard to administration of student personnel, than the Indiana team management principals do. (2) The extent of utilization and desirability of face-to-face, instrumental, and written communication with central office administrators tends not to differ between team and non-team management principals. (3) The extent of utilization and desirability of communication with central office administrators concerning curriculum, budgets, evaluation and supervision of personnel, public relations programs, and physical facilities tends not to differ between the two groups of principals. (4) Indiana team management principals desire a greater amount of written communication with central office administrators than is practiced concerning their specific role functions. (5) Indiana non-team management principals are not satisfied with communication with central office administrators, while Indiana team management principals tend to be satisfied with communication with central office administrators.

THE EFFECT OF PRACTICE ON LEARNING THE SKILL OF COMMUNICATING EMPATHY IN A SYSTEMATIC COUNSELOR TRAINING PROGRAM FOR BEGINNING COUNSELORS

Order No. DA8312096

MAZURKIEWICZ, JOSEPH PETER, JR., PH.D. *The Louisiana State University and Agricultural and Mechanical Col.*, 1982. 84pp. Supervisor: Dr. Thomas W. Hosie

The present study was designed to investigate the effect the practice component has on learning to communicate empathy. Specifically the aim of this study was to compare three training procedures: practice plus feedback, practice only, and no practice (control) on the dependent variable of rated level of communicating empathy.

The participants for this study were 30 graduate students enrolled in two sections of a basic course in facilitative communication. The participants were randomly assigned to the three treatment groups.

All participants were pretested using the Carkhuff (1976) Counselor-Counselee Audio Tape Series. They met for a three hour training session once a week for three weeks. During the training all three groups met together for instructions, didactic presentations, and modeling of the skill being taught. Upon completion of the didactic presentation the three groups separated. The practice only group worked in dyads with one student role playing a counselee presenting prepared counselee concerns while the other trainee responded as a counselor within a counseling session. The practice plus feedback group followed the same procedure but received feedback from experienced trainers. The no practice control group did not have an opportunity to practice responsing; instead, they viewed a training film on the evolution of the Human Relations Development Model (Carkhuff, 1979).

Each of the practice sessions and film viewings was for 20 minutes. Immediately after the final session all participants were posttested using an alternate form of the pretest. Trained raters determined the level of empathetic communication using the five-point Carkuff Scale (1976).

The results of the ratings were analyzed to determine if the practice only group could attain a higher level of communicating accurate empathy than the no practice control group and if the practice plus feedback group could attain a higher level of communicating accurate empathy than the practice only group.

THE RELATIONSHIP BETWEEN THE READABILITY OF PRINCIPALS' WRITTEN COMMUNICATION AND TEACHER MORALE IN SELECTED CALIFORNIA SCHOOLS

Order No. DA8319238

MILLER, THOMAS JAMES, ED.D. *Northern Arizona University*, 1983. 127pp. Adviser: L. Paul Lansing

The purpose of this study was to determine if there was a relationship between the readability level of principals' written communication and teacher morale. Eighteen schools located in San Diego County, California participated in the research.

Written communications generated by the principals, directed to the entire faculty, were collected Fall semester 1979. A readability level for each of the written communications was established using the SMOG Readability Formula. An average readability level was determined and assigned to each principal's written communication. This average was hand tabulated by the researcher. This average score became one of the independent variables for the analysis of the data. Of the 756 pieces of collected communications, 561 were useable. These useable pieces of communication ranged in readability level from 6.7 to 10.8.

The Purdue Teacher Opinionaire was used to measure faculty morale. It consists of one hundred statements related to teacher morale. The items were separated into ten factors: (1) teacher rapport with principal, (2) satisfaction with teaching, (3) rapport among teachers, (4) teacher salary, (5) teacher load, (6) curriculum issues, (7) teacher status, (8) community support, (9) school facilities and services, and (10) community pressures.

The Opinionaire was administered by the principal or his/her designee in January 1980. The teachers responded on computer response cards. The cards were computer analyzed and a mean for each factor was established. This mean was used as the other independent variable for the study. The Spearman Rank-Order Correlation Coefficient (Rho) was used for statistical analysis.

The relationship between the readability level of the principals' written communication and teacher morale on any of the ten factors of the Purdue Teacher Opinionaire was not significant. The Spearman Rank Order Correlation Coefficient ranged from -.2966 to .3050 for the various factors.

CONFIRMATION AND THE COMPLAINING PROCESS

Order No. DA8315908

PAULSON, CONNIE JEANNE, PH.D. *University of Denver*, 1982. 164pp.

The purpose of the present study was to investigate the relationship between the two variables: confirmation and complaint action. The doctor-patient relationship was selected to investigate these variables, since it typifies an interaction that has potential for triggering complaints pertinent to one of the most crucial dimensions of a person's life: his or her health. Data were collected from a telephone survey of 300 respondents, classified into three categories: (1) 100 persons who reported that they were pleased with all contacts with all of their doctors; (2) 100 persons who reported that they were not pleased with their doctors but who did not complain to the doctor about the problem; and (3) 100 persons who reported that they were not pleased with all contacts with their doctors and who complained directly to the doctor about the problem. The Perceived Confirmation Index and a telephone interview schedule were used to test the two hypotheses. Patients who reported that they always had been pleased with all of their contacts with all of their doctors, ranked those doctors higher in terms of confirming behaviors than did patients who reported that they were not pleased but did not complain (Hypothesis One). Patients who reported that they were pleased in the complaining process rated the described doctor higher in terms of confirming behaviors than did patients who reported that they were not pleased with the complaining process. Both hypotheses were supported at the $p < .001$ level.

Differences were found between the satisfied and dissatisfied complainers in terms of the specifics of the complaining situation. These included the following: how the patient felt after complaining, what made the patient feel good and bad, what they felt happened during the complaining situation, what they would have liked to have done differently, and whether or not the patient changed doctors. Significance of these differences was found at the $p < .001$ level.

A STUDY OF THE CONGRUENCE BETWEEN TEACHERS' VERBAL AND NONVERBAL BEHAVIOR IN SELECTED EARLY CHILDHOOD SETTINGS

Order No. DA8323574

PFLUM, ANITA H., PH.D. *University of Maryland*, 1982. 140pp. Supervisor: Dr. Marilyn Church

The primary purpose of this study was to examine the congruence of verbal and nonverbal behavior in selected early childhood teachers. The verbal and nonverbal behavior of five teachers was videotaped in twenty-minute large-group, small-group, and individual interaction settings. The Flanders Interaction Analysis System was used to record the verbal behavior of the teachers, whereas the Amidon Nonverbal Interaction Analysis System was used to record the nonverbal behavior. Observer reliability was established by two judges using Scott's method. A category for each verbal and nonverbal behavior, the specific nonverbal gestures and vocal behavior exhibited by the teachers, and the concurrent topic of communication during incongruences were recorded at each three-second interval.

Analysis during replay found that the verbal and nonverbal behaviors of the teachers in the large-group setting were largely in the Lectures category; in the small-group setting, the teachers Gave Directions most often; whereas in the individual setting, the teachers' verbal and nonverbal behavior occurred most often in the Silence or Confusion category. It was also determined that the specific teachers' nonverbal behaviors exhibited most frequently were use of the eyes and use of the hands. The mouth was used less often to communicate, and the vocal behavior was observed least of all.

Instances of incongruent nonverbal-verbal behavior were recorded in only thirty-four out of the six thousand total occurrences. The teachers were incongruent .05 percent of the large-group total occurrence; the teachers exhibited incongruent verbal-nonverbal behavior .35 percent of the total small-group occurrence; and in the individual setting, there were twenty-six incongruences, or 1.3 percent of the total individual occurrence. The teachers were only .56 percent incongruent in the total overall occurrence.

The research showed that when incongruences occurred, most frequently the nonverbal behavior was in the Criticizes category, and the verbal behavior was in the Asks Questions category. A listing of topics of communication recorded concurrently with incongruent behaviors supported the above findings. It showed that incongruences occurred most often when criticism was necessary.

COMMUNICATION STRATEGIES IN BARRICADE-HOSTAGE CONFRONTATIONS: THEORY, RESEARCH, AND POLICE EXPERIENCE

RICHARDSON, LARRY KIRK, PH.D. *University of Southern California*, 1983.

Since 1968, the phenomenon of criminals becoming barricaded with hostages has occurred with alarming frequency. Responding police officers have had to learn through experience how best to negotiate for the release of these hostages and the surrender of the perpetrators.

This study addresses four related issues. First, it explains the rationale for the current commitment on the part of law enforcement agencies to resolve such crises through communication rather than tactical assault. Specifically, those reasons are: (1) to protect the lives of the hostages, (2) to preserve the lives of the perpetrators, (3) to minimize the personal risk to the police officers, and (4) to deglamorize the event itself.

Second, the study surveys representative communication and negotiation theories and research findings which have likely application and utility for the hostage negotiator in his efforts to persuade the perpetrator to surrender. Specifically, related theories and findings in the fields of (1) threat communication, (2) deception detection deception, and (3) compliance-gaining strategies are detailed.

Third, actual communication strategies currently recommended and practiced by hostage negotiators are categorized and enumerated. These strategies, taught to recruits at the FBI training academy in Quantico, Virginia, are classified into the five following categories: (1) calming strategies, (2) information-gathering strategies, (3) rapport-building strategies, (4) persuasive strategies, and (5) miscellaneous strategies.

Finally, suggestions for future research in the refinement of communication response strategies, both short-term and long-term, are offered.

(Copies available from Micrographics Department, Doheny Library, USC, Los Angeles, CA 90089.)

THE EFFECT OF PERSONAL COMMUNICATION NETWORKS ON MEMBER VOTING IN A MERGER OF AGRICULTURAL COOPERATIVES

Order No. DA8317047

SCHOMISCH, THOMAS PAUL, PH.D. *The University of Wisconsin - Madison*, 1983. 150pp. Supervisor: Professor John H. Fett

Communication scholars contend that the essence of much human behavior is the interaction through which an individual exchanges information with other individuals. As interactions between individuals become patterned over time, a communication network emerges.

This study used individual connectedness and individual integration properties of personal communication networks to predict whether or not farmers would vote in a decision to merge their cooperative with another.

This research was conducted as a field study of the merger of Lake to Lake Dairy Cooperative into Land O'Lakes, Inc. Lake to Lake directors mailed a merger proposal to members two weeks before holding a merger vote. Randomly selected members were asked for data about their communication with sociometric partners during the decision-making period. Voting data for the respondents were obtained from the actual ballots cast in the merger decision.

The findings of the individual connectedness measures of personal communication networks were: (1) Significantly more respondents voted in the merger if they discussed the merger with two or more members compared to isolates and members discussing the merger with only one other person. (2) Significantly more respondents who discussed the merger with one other person voted in the merger than isolates. (3) Respondents voting in the merger had significantly more communication links to others than non-voters. (4) Respondents voting in the merger had significantly more dicussions than others about the merger than non-voters.

The findings of the individual integration measures of personal communication networks were: (1) Significantly more respondents linked to interlocking personal communication networks voted in the merger than respondents linked to radial communication networks. (2) Respondents linked to interlocking communication networks who voted in the merger had significantly more communication links to others about the merger than non-voters. (3) Respondents linked to interlocking communication networks who voted in the merger had significantly more discussions about the merger with others than non-voters.

AN EXPERIMENTAL STUDY TO ASSESS THE ABILITY OF EVIDENCE, ARGUMENT, AND DELIVERY TO DISCRIMINATE FOR WIN/LOSS IN A DEBATE

Order No. DA8313483

SMITH-DONALDSON, JACQUELINE JILL, PH.D. *The University of Arizona*, 1983. 90pp. Director: James W. Davis

The purpose of this study was to identify variables which discriminate between winning and losing a debate as measured by judges' responses on semantic differential scales. The dependent variable was membership in either the group "wins" or "losses." The independent variables were measured by semantic differential scales related to Delivery, Argument, and Evidence. The analytical procedure used was discriminant function analysis. Such an analysis discriminates maximally between the win and loss groups.

Four scale items emerged as discriminating for wins and losses in a debate. The most discriminating variable came from the Argument dimension, specifically the scale item Convincing-Unconvincing. The second most discriminating variable was from the Evidence dimension, that is Strong-Weak. The third discriminating variable was from the Delivery dimension, namely Pleasant-Unpleasant. The last significant variable was also from the Evidence dimension, specifically Valuable-Worthless. The final Lambda of .5314 and the canonical correlation of .6845 indicate that the discriminant function produced a fairly high degree of separation between the win and loss groups.

COMMUNICATION: NEEDS AND TRAINING PROGRAMS AS PERCEIVED BY INDIANA SUPERINTENDENTS

Order No. DA8323871

SUTTLE, WILMA JOY, PH.D. *Indiana State University*, 1981. 139pp. Chairperson: Glen J. Brown

The public school superintendent is the educational leader in his community. His duties are extremely complex and difficult, and take place in a highly verbal environment. Studies indicate approximately two thirds of a superintendent's daily schedule is spent in some form of oral communication.

In determining which communication skills were most important to Indiana superintendents, and which were most time consuming, it was found that four of the five top ranked skills were the same in both groups. These skills were: Listening, One-to-One Communication, Group Problem Solving, and Conflict Management.

Of the 220 responding Indiana superintendents, very little difference in importance was noted among the first ten skills in the ranking of the twelve communication skills. Skills ranked in descending order of importance were: Listening, Motivation, One-to-One Communication, Conflict Management, Persuasion, Understanding Group Dynamics, Discussion Leadership, Public Speaking, Routine Information Exchange, Formal Paper Presentation, and Parliamentary Leadership.

Communication skills consuming the greatest amount of superintendent time in descending order were: One-to-One Communication, Listening, Routine Information Exchange, Conflict Management, and Group Problem Solving.

Indiana superintendents were in almost complete agreement that practicing administrators have a general need to improve communication skills, but they were not in agreement as to whether these skills should be required or optional in programs of educational administration, or whether they should be taught within departments of educational administration or secured in other departments of the university.

Although there was a high agreement on which skills are most important to superintendents, there was not consensus as to which skills should be a part of educational administration programs. Indiana superintendents were very much aware of the need for training in communication skills, but if oral communication competencies were obtained, they were primarily obtained by informal means at the superintendent's own initiative. The Workshop was selected by more superintendents than any other category as the means to obtain communication competencies.

According to the literature, this may not be an effective means of obtaining communication skill competency since such competency requires changing behavior. . . . (Author's abstract exceeds stipulated maximum length. Discontinued here with permission of school.) UMI

A STUDY OF A PARENT/TEACHER CONFERENCE IN-SERVICE TRAINING CURRICULUM TO IMPROVE THE EFFECTIVENESS OF COMMUNICATION FOR TEACHERS

Order No. DA8317455

WITHERSPOON, ROGER L., ED.D. *University of Massachusetts*, 1983. 150pp. Director: Professor Bailey Jackson

This study was designed to evaluate the effect of a teacher training program which focused on developing specific communication skills to improve teacher performance in parent/teacher conferences. Teachers took part in training sessions devoted to enhancing the communication skills of attending, listening, initiating, and responding. The training consisted of ten two-hour sessions in which twenty pre-school teachers and their students' parents participated.

In order to determine the effectiveness of these sessions, teacher conferencing behaviors were assessed before and after training. The researcher prepared a questionnaire to administer to parents after they completed a teacher conference. This questionnaire was administered under identical conditions to forty parents. Half the parents assessed the teachers' pre-training skills, and half assessed the teachers' post-training skills.

Upon examination, there was a statistically significant difference in parents' reports of teachers' effectiveness using communication skills while conducting conferences. Teachers who had undergone training in the four communication skills were perceived to be more effective in the areas to which the sessions were devoted: attending; listening; initiating; responding. They improved in their ability to use such skills as eye contact, understanding parent concerns, setting up a good conferencing environment, listening and summarizing the conference to plan the child's future educational program. In sum, there is sufficient significant evidence to indicate that in-service training can improve parent/teacher conferences as evaluated by parents.

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